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AUTHOR Hull, Ray
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ABSTRACT

On-site interviews with administrators and teachers in 35 small, rural secondary schools in Oregon indicated that quality education was being provided to their students, despite the limitations of low budgets and small staff and student bodies. The study found that to provide the curriculum diversity that would meet the special needs of their students, small schools were manipulating a variety of components. These components included required and elective curricula, scheduling, use of independent and individualized learning and special programs for exceptional students, career and vocational programs, activity programs, community resources and flexibility in graduation requirements. The study suggests that the greatest strength of the small school is the provision of an environment that supports and enhances individual relationships between and among all those concerned with the small school educational process. This report examines some of the specific ways in which the small schools were dealing with the problem of meeting individual student needs within the context of a limited program. Because they represent the problem areas most commonly addressed by small secondary schools, seven topics are given particular attention. These topics include: (1) curriculum, (2) scheduling, (3) independent/individualized learning, (4) exceptional students, (5) career/vocational training, (6) school activities, and (7) the school-community relationship. (Author/DS)

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by

Ray Hull

College of Education
University of Oregon
Eugene, Oregon

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OREGON SCHOOL STUDY COUNCIL
124 College of Education
University of Oregon
Eugene, Oregon 97403

PREFACE

There are over 300 school districts in Oregon and roughly two-thirds of these are categorized by definition as "small." These schools are characterized as having less than 350 students or as being associated with a school district with less than 1,000 students grades K to 12. Associated with these 200 + districts are 95 secondary schools, grades 7-12 or 9-12, with individual enrollments of 350 or less and a total combined enrollment of approximately 15,000 students. This figure represents about 10 percent of the high school enrollment in Oregon.

During the academic year, 1978-79, Dr. Ray Hull had the opportunity to visit a number of "small secondary schools in Oregon. His initial purpose was simply to become familiar with curricula and probrams in small schools, but as he visited the schools Dr. Hull became increasingly interested in the various mechanisms small schools employ to meet the diverse needs and abilities of their students while operating within the constraints of limited staff and resources.

These small secondary schools were faced with most, if not all, of the problems traditionally associated with rural schools. Limited enrollment, geographic isolation, limited access to educational resources and services, inadequate facilities, limited funding combined with proportionately higher expense (i.e., per pupil cost), and limited staff combined in varying degrees to place constraints upon the schools ability to provide a comprehensive educational program. Yet, small schools often provide sound programs as effectively as their larger urban counterparts.

Some of the advantages of rural existence contribute to the success of small schools. Traditionally there is a close relationship between school and community, teacher-pupil ratios are low, communication can be open and direct, bureaucracy is limited, students' lives are less complicated, and discipline, at least in Oregon's small schools, is less often a major problem. These advantages alone, however, do not ensure success. They also must be supported by the school's efforts to provide a quality educational program, one that not only is sufficient in curriculum but that satisfies a diversity of student abilities, needs, and interests. In this paper Dr. Hull attempts to summarize and share his impressions of this process.

Kenneth A. Erickson
Executive Secretary
Oregon School Study Council

Purpose and Scope

The purpose of this paper is to examine some of the ways in which small schools deal with the problem of meeting individual student needs within the context of a limited program. It is based on information generated through on-site interviews with administrators and teachers in thirty-five small schools, ranging in size from 35 to 350 students, and is, in part, a generalized description of a representative sample of small schools and a sharing of ideas. It is undoubtedly incomplete in both purposes, but it is hoped will give the reader some sense of the current nature and status of secondary education in small Oregon communities.

Sections of the paper deal with the topics found in the study to be among those most commonly addressed by the small secondary schools in their attempt to bring to their students the best program possible within the constraints of low budgets and small staff and student bodies. While they do not include all of the areas of concern, the following topics were chosen as the most representative and most universal: curriculum, scheduling, independent/individualized learning, exceptional students, career/vocational, school activities, and the community.

Curriculum in the Small Secondary School

Curriculum may be defined broadly as the total of learning experiences available to students through their association with the school. More narrowly, it is those courses and related learning experiences through which students fulfill the requirements of graduation while pursuing related personal goals and interests. In the latter sense, the curriculum of a school is the total of course or other credit offerings available to its students. These credit experiences generally are characterized as required and selective or elective. Since the broader curriculum is the general topic of this paper this section will be restricted to a discussion of curriculum in the narrower sense.

Requirements for graduation from an Oregon high school dictate that all students shall earn a minimum of 21 units of credit in grades nine through 12 and including the following:

Language Arts/English	3 credits
Mathematics	1 credit
Citizenship/Government	1 credit
Social Studies/History	1 credit
Science	1 credit
Health Education	1 credit
Physical Education	1 credit
Consumer Education/ Economics Personal Finance	1 credit
Career Education	1 credit
Electives	10 credits

Local School boards may establish additional credit requirements beyond

these minimums, and the number of elective hours may be reduced in favor of additional course requirements.

Information regarding graduation requirements was obtained from 30 of the schools surveyed. Of these, only one school observed the state minimum guideline for total units. This distribution of required units is presented in Table I

Table I

Required Units for Graduation

No. Units Required	No. of Schools
21	1
21 1/4	1
22	10
23	3
24	8
24 1/2	1
25	5
26	1

The range of units required varies from 21, the state minimum, to a high of 26. Eight schools required 24 units; 10 schools required 22 units. The average number of units required for graduation is 23.3.

The distribution of credits by subject area, as identified by minimum state guidelines, is presented in Table II.

Table II

Credit Requirements by Subject Area

Subject	State Requirement	No. of Schools No. of Required Credits 1	2	3	4	Other
Language Arts/English	3			6	23	3.5(1)
Mathematics	1	15	14			1.5(1)
Social Studies/History	1	11	10(a)	9(b)		

Citizenship/Government	1	14	1		.5(1) 1.5(1)
Science	1	12	15	2	
Health Education	1	28(c)			
Physical Education	1	14(c)	14		1.75(1)
Consumer Education/Economics/Personal Finance	1	30			
Career Education	1	29	1		

Notes (Table II)

(a) One school indicating two units including both social studies and citizenship requirements.

(b) Seven schools indicating three units including both social studies and citizenship requirements; one school including one-half unit citizenship requirement.

(c) Two schools listings combined units in physical education and health education, one requiring three units combined and the other two units combined.

Small secondary schools in Oregon appear not to adhere closely to state minimum requirements in those areas that traditionally have formed the academic core of the secondary curriculum (English, mathematics, social science, and science). It also is not uncommon for schools to require participation beyond minimum guidelines in physical education. Almost all schools adhere to the minimum requirement for citizenship, health education, personal finance and career education.

A number of schools have course requirements beyond those identified by state minimum guidelines. Ten of the schools surveyed require all students to enroll in typing. Seven of these schools require a full unit. Two

schools apply typing credit to their career education requirements. Eight schools require credit in driver education, with one school applying 1/2 unit of driver education toward the citizenship requirement. Only one school requires a full unit of driver education. Other subject areas required by one or more of the schools surveyed include speech, industrial arts, home economics, business education (as part of career education requirement), art, and music.

The number of elective hours available to students in small secondary schools ranges from four to eleven units. The distribution of elective hours for schools surveyed is presented in Table III.

Table III

Distribution of Elective Units

No. of Units	No. of Schools
4	1
6	2
7	4
7 1/4	1
7 1/2	1
8	3
9	3
9 1/2	1
9 3/4	1
10	11
11	2

Schools most frequently adhere to the state guideline of ten elective units although there is considerable variation. Only one school surveyed placed a limit or condition on elective credit. It required that at least one unit of elective credit be devoted to career exploration.

Small schools commonly augment the elective curriculum by offering selective coursework. Selective courses may be used to fulfill credit

requirements within an area but also may be used as elective credit by students fulfilling area requirements through other course alternatives. For example, a school may offer four 1/2 unit courses that can be used to meet the 11th grade English requirement of one unit. A student may select any two of these courses to meet the area requirement but also may elect an additional course(s) to count as elective rather than required credit toward graduation. Selective credit has the effect of broadening the base of student participation and adding flexibility to the curriculum of the small school. Schools most frequently offer selective credit in English and social studies and to a lesser degree in science and mathematics. Requirements in citizenship, health education, personal finance and career education tend to be satisfied through required coursework. Some schools have achieved some flexibility in these latter requirements by allowing students to enroll at varying times durng their school attendance. For example, students may be allowed to complete one unit of personal finance at either the 11th or 12th grade, or one unit of career education at the 9th, 10th, 11th, or 12th grade level.

With few exceptions the schools surveyed offer a single general curriculum. Where exceptions do exist they are generally to accommodate a career cluster or to provide a special college preparation curriculum. The majority of schools provide special placement in mathematics, usually based on a combination of teacher recommendations and test results, and a few schools offer special classes in English. Subject area emphasis varies from school to school depending on available staff, facilities, and student/community interests. The greatest variability occurs in the areas of career and vocational education.

Scheduling the Day

With few exceptions small secondary schools in Oregon conduct business during a straight seven-period day. This is augmented in some schools by an activity period scheduled one or more times during the week or by a homeroom or guide period. A number of schools provide some type of break in the morning. Usually this takes the form of an extended passing time between 2nd and 3rd periods. Courses are scheduled for a nine, eighteen, or thirty-six week period with the most common pattern being some combination of eighteen and thirty-six week classes. Dufur High school has adopted a trimester plan with seven 50-minute periods and a rotated guide period. Culver High School operates on a trimester with two 47-minute and four 65-minute periods per day. Two schools using unusual scheduling patterns are Elkton High School and Cascade Locks High School. At Elkton, periods 1,2, 3, 4, and 8 meet for 57 minutes four times per week with 8th period floating. Periods 5,6, and 7 meet for 46 minutes five times per week with no rotation. Cascade Locks High School schedules six 66-minute periods per day with each of seven periods meeting four days per week.

A few schools use a rotating seven-period schedule as an alternative to the straight seven-period day. Lost River High School rotates on a weekly basis but not according to a pre-established pattern. Classes at Gilchrist High School are rotated daily on basis of need, and at Jewell High School the schedule is simply reversed each week. A more subtle modification of the seven-period day is found at Perrydale High School. Here 6th and 7th periods are scheduled back-to-back to provide 1 1/2-hour periods that meet either Monday and Thursday to Tuesday and Friday with a

2-period block for exploratory activities or 2 single periods scheduled Wednesday. In addition, Perrydale schedules all math classes during the first period of the day to facilitate grouping across grade levels through the 9th grade.

Strategies for achieving curriculum flexibility through scheduling characteristically include the use of 'short' courses, generally nine weeks in length, semester scheduling, combined classes, and alternating classes. Condon High School and Elkton High School are scheduled on a quarter (9 weeks) basis although a course simply may represent a continuation of content from the previous quarter. At a number of schools, including Riddle High School and North Douglas High School selected courses, for example upper division language arts or social studies, may be scheduled for 9 week blocks while the remainder of the curriculum is based on semester length or year-long courses. Combined classes also are commonly found in small secondary schools. These are classes in which the two groups of students meet concurrently and deal with different, although possibly related, units of subject matter. This occasionally is done by design but more often less formally and in response to particular student needs and interests. Combined classes tend to occur most often in business, math, and science (however, examples can be found in most areas of the curriculum) and are established through some form of negotiation between student and teacher. The scheduling of advanced classes, especially in math and science, in alternating years or at intervals depending upon student need and interest is a common practice. Cascade Locks extends the process of alternate year scheduling by projecting a four-year schedule and by using classes of varying length.

Several schools, including Chiloquin High School, Sheridan High School, and Willamina, use a forecasted schedule and conflict matrix in their attempts to satisfy the needs of the greatest number of students. Willamina gains additional flexibility by having more courses available than can be scheduled, thereby giving greater opportunity to select courses of interest.

A final technique used to achieve flexibility is the scheduling of open lab or project periods, supported by individualized or independent study programs. The effect of this technique is to make a relatively large variety of courses or experiences available concurrently and often during more than one period of the day. This practice is especially prevalent in the business education curriculum, but is also found in the vocational and fine arts curricula and occasionally in science.

The primary trend in scheduling as an instrument of curriculum seems clear: almost universal and increasing use of the standard seven-period day with limited use of study halls, activity periods, guide periods, etc. The majority of courses are scheduled for the entire year with very few schools retaining, other than at the departmental level, the once more popular 'short' course or 9 week format. There were no modular schedules among the schools visited and only one limited instance of back-to-back scheduling. The schools seem to be balancing the scheduling process against administrative convenience and expense, a desire for greater continuity of subject matter, teacher preparation load, and, perhaps, some disillusionment with the promised, but unrealized, rewards of the various "innovations" in scheduling introduced over the past decade or so. Schedule modification per se is not seen by small secondary schools in the survey as a primary strategy for achieving curriculum flexibility.

Independent/Individualized Learning

For purposes of this paper independent learning is defined as guided learning activities accomplished outside of a regular course structure or class setting. Individualized learning is defined as the modification of course structure and content to meet the individual needs and interests of students within a course structure.

Independent learning activities in some form are available to students in a significant portion of the small secondary schools surveyed. Independent learning is quite formalized in some schools and is considered an integral part of the curriculum. In others, procedures are much less formal and independent learning activities are adjunct to the regular curriculum.

The formats for independent learning programs vary significantly. All require that the student be provided guidance by a responsible person, most often a teacher in the school, and most require that the student enter into some form of contractual agreement specifying the purpose and intended outcomes of the activity. Beyond these commonalities, both policy and procedure can be quite different. Some schools use independent study as a vehicle for students who can't get along in class, some as an alternative to scheduling conflicts, and others to provide learning experiences not available through the regular curriculum. Some schools limit independent study to courses for which planned course statements exist; others may develop the planned course statement as part of a negotiation process. Most schools allow credit earned through independent study to count toward graduation, but in a number of schools it may be applied only as elective credit. Independent learning activities may be limited to advanced students

and may be limited to a specific area of the curriculum or specific set of available materials. Learning activities and requirements often are negotiated between the student and the teacher accepting responsibility for supervision, but in some schools approval of a study project may require formal presentation to a panel of judges. Such panels usually include at least the principal, or other designated representative of the school administration, and supervising teacher. Schools included in the survey having well developed independent study programs include Powers, Mapleton, and Willamina high schools.

For the most part, individualized learning experiences are used by small schools to add breadth within specific curricular areas. The most common example is in business education where students are able to complete a number of modules offered through a laboratory style program. Well developed business or office occupation labs were observed at North Douglas, Gilchrist, Waldport, and Dufur high schools. A number of schools also offer individualized programs in other vocational subjects, especially in industrial arts. Continuous progress programs (i.e., math, reading) are not common other than through resource centers for special students.

Even though individualized programs of a formal nature are limited, the process of individualized instruction is central to the curriculum of the small secondary school. Limited populations and the corresponding restricted curriculum ensure a wide range of abilities in most classes. Mainstreaming, a concept causing great concern in many larger schools, is the tradition of the small school. Without the resources for a large number of special classes or auxillary staff, the teacher in the small

school faces the entire range of abilities, both high and low, in the school population several times per day. Few classes are free of students requiring special attention in one form or another. The ability of a teacher to respond to a wide range of student needs, interests, and abilities is a primary criterion for success in the small secondary school.

Meeting Needs of Special Students

Limited staff and population constrains the ability of the small secondary school to meet the needs of special students. Commonly all but the most exceptional are placed in appropriate or available classes within the regular curriculum. Mainstreaming is the rule rather than the exception. Where accommodations to special students are made, generally they are for handicapped learners or low achievers and they take the form of remedial classes and resource rooms.

Special classes or remedial programs are provided in reading and language arts in a number of small schools. A lesser number also offer remedial programs in mathematics. A few schools offer regularly scheduled classes in developmental reading and schedule special sections of English and mathematics for slow learners. Placement in these classes is determined by scores on standardized measures and through teacher recommendation. Other schools schedule special remedial or basic courses as need demands, or they provide identified students with special assistance within regular classes.

A number of schools have developed resource programs. These programs generally operate through a resource room and are staffed by a variety of certificated and/or classified staff. In a typical program, such as that at Vernonia High School, students are scheduled into a resource room (at Vernonia called a "skills center") for a limited number of periods and mainstreamed for the remainder of the day. Resource rooms also may be available on a drop-in basis. At Amity High School the resource center is located near the center of the school and also is used as a competency completion

and testing center. The effect has been to reduce the social and physical isolation of special students and to integrate these students more completely into the total school program. Aides at Willamina are available to assist students while they are in class, as well as while in the resource center, and at Gilchrist High School remedial or special assistance is available to all students below grade level. Assistance is delivered through a resource program staffed with a registered nurse, a physical therapist, and aides.

While a number of small secondary schools serve mildly handicapped and remedial learners through resource programs of various types, the more severely handicapped student almost always must be transported to a center outside the community. Of the schools visited, only Warrenton High School provided a special program for severely handicapped (TMR). Most small districts transfer either severely handicapped students or both mildly and severely handicapped students to neighboring communities. In a few instances staff for these programs are shared appointments.

Meeting the needs of handicapped students and conforming to legislated guidelines (i.e. P.L. 94-142) concerning these students is difficult for small schools. The relative expense of these programs is high in comparison both to regular school programs and to special programs in larger population centers. It is hoped that renewed interest at the federal level in funding for small schools will ease the problem. Sparsity formulae for both state and federal funding are under consideration and are important in meeting the needs of exceptional students in areas of low density populations.

Generally, small schools, even though faced with a number of limiting factors, do manage to accommodate the needs of exceptional students at the

low end of the ability scale. The same cannot be said for those categorized as talented or gifted. Here special programs are rare, with most schools relying upon the elective curriculum, individual attention within classes, and independent learning activities. Gilchrist High School provides reading and math laboratories intended for both disadvantaged and gifted students, while Waldport High School conducts an integrated history-English class for advanced students. Willamina High School offers special interdisciplinary courses for talented or advanced students, and Pacific High School provides a gifted and talented program, offered through the educational service district. The program consists of field trips and special classes with emphasis on fine and liberal arts. Only one school, Sheridan High School, reported a regularly scheduled advanced placement course. A number of schools offered college preparation courses in mathematics and English and advanced courses in science. North Douglas High School releases students one period during the day and allows them to enroll in an advanced English course taught evenings by a community college instructor. Several schools allow students to enroll concurrently in local community colleges, although this option is more often directed at vocational development than at academic enrichment.

Small Secondary School Career/Vocational Programs

As required by state minimum standards all small schools offer courses or programs in career education. The nature of the experiences provided are determined by the size of school, geographic location, and the nature of available physical and staff resources. The career program in the majority of schools is composed of a careers class, electives in career and vocational areas, and some form of work experience. In a number of schools the work experience is associated with one or more occupational cluster programs.

A number of small school career education programs surveyed presented interesting and innovative features. Amity High School offers a CX (career exploration) English course at the 9th grade level that is tied directly to the career education program. (This course includes units in self-analysis, looking at jobs, self in relation to job, and concludes with the research paper on a chosen occupation.) All ninth graders are concurrently enrolled in an 18-week vocational cruise course with topic rotation at 4 1/2 week intervals and which is related to the presentation of the CX English class. Amity High School also offers an occupational versatility program (providing students with basic skills in foundry, metals, machines, and woodworking) and a well designed interdisciplinary program in building construction. Crow High School offers a writing course titled "Getting a Job" in which students practice writing letters of application, resumes, and other job preparation forms and participate in actual or mock job interviews.

McKenzie High School has two unusual career related activities. The first is a course in self-sufficiency in which students raise and process a variety of plant and animal foods and also learn necessary building and

repair skills. The second is the Blue River Co-op operated out of the high school shop facility. Students contract or sub-contract jobs and market products through both commercial and personal contacts. Receipts are used to meet expenses and provide payment to students.

North Douglas High School, using outside funding, has developed a career center, housed in the high school library and adjacent to the counselor's area, that contains a variety of print and non-print career information resources. The center is used directly by a 9th grade career cruise class and is available to the total school and to the community.

Pacific High School uses an aide to staff an industrial arts resource center in which students assist in developing writing, math, and communication skills appropriate to their occupational choice. The program is entirely individualized and is located within the shop area. Waldport High School has surveyed occupational training programs at local or regional post-secondary institutions and matched recommended prerequisite coursework against curricular offerings in math, science, drafting, foreign language, computer programming, and typing.

Warrenton High School, through a regional program established through the ESD in 1967, also has been able to offer an expanded vocational training program. Through the Area Vocational Center students may enroll in a variety of courses in electronics, industrial mechanics, agriculture, and forestry. Additional courses in business, construction, and home economics is provided at the high school. Also offered at Warrenton is a course analogous to the self-sufficiency course at McKenzie High School, the difference being that students at Warrenton operate a salmon hatchery rather

than a farm. As at McKenzie, students are responsible for all construction, maintenance and repair of the facility.

A number of techniques or strategies for expanding the career and vocational curriculum are shared by small secondary schools. These include individualized or independent study programs in business education and industrial arts, office practice through simulations, use of CETA funds in support of work experience programs, attendance at local community colleges, and career or vocational cruise classes designed to assist in career exploration.

Small secondary schools in Oregon are highly cognizant of the role of work experience in career and vocational preparation. Most schools provide credit for work experience at the 11th and/or 12th grade. At least one school requires that all senior students participate in a work experience activity. Programs vary from highly structured and closely monitored ones to some much less formal in design. North Douglas High School, which has a well designed and comprehensive career education program, offers all three categories of work experience: co-op work experience for juniors and seniors who have identified specific career interests and objectives; diversified occupations for juniors and seniors who have identified a career interest for which the school does not offer a related program or course; and general work experience, limited to work stations within the school system, and available to sophomores, juniors, and seniors. Crow High School provides seniors cooperative work experience, varying from 9 to 36 weeks, preceeded by a required pre-cooperative work experience training class during the junior year. An objective of this training class is to

locate and/or certify appropriate job placement. At Triangle Lake High School a diversified occupation program is offered for juniors and seniors with seniors eligible for off-campus placement. The school assists in job placement and schedules required courses during the first three periods of the day to avoid conflict with work schedules. Junior and senior students at Waldport High School may enroll in a one-year diversified occupations program in which the first semester is spent in classroom based occupational investigation and the second semester is spent at a job placement. Cascade Locks High School offers a somewhat modified program of work experience in which participating students are assigned a sequence of career related projects. The first nine weeks requires an in-depth study of a selected occupation, the second 9 weeks a job task analysis, and the final 18 weeks an independent project related in some way to occupational choice.

Approval or clearance for work experience may come from a variety of sources. In some schools a single staff member is responsible, usually the principal or work experience coordinator. In others, a number of people including the principal, counselor, program coordinator, classroom teacher, employer, or work station supervisor, and parent might be involved. Often the student is asked to take the iniative in the process by preparing a written statement containing rationale and objectives for a job placement and pertinent information regarding the nature of the placement (i.e. duties, supervision, work schedule, etc) for review and approval.

While many of the small secondary schools surveyed actively pursue various work experience programs as a mechanism to meet career and vocational needs of students, a few have resisted the concept and others cite significant problems that must be dealt with. As for many programs in small schools,

distance and transportation can be severe constraints, and the identification of appropriate job placements in a small community can be difficult. The quality of supervision varies considerably from school to school depending on how the program is staffed and organized. The release of students from school may pose problems of scheduling and enrollment for the remaining curriculum.

A variety of career cluster programs are offered by Oregon's small schools. Of these, agriculture, business, and construction seem to be the most popular.

School Activities as an Expanded Curriculum

School activities are an important part of the expanded curriculum of the small secondary school. Clubs of various types, student government organizations and athletic programs exist in most small schools, and they represent a considerable investment in time and energy on the part of both faculty and administration. It is not at all uncommon for each teacher in a school to carry at least one activity assignment and often, especially in the instance of coaches, three or more. A few schools surveyed have begun to augment their activities program by using people in the community, occasionally salaried but more often volunteers. However, the majority of schools rely almost entirely on certificated personnel to staff their activities programs.

Athletics is, by far, the most organized and universal of activities programs. The great majority of schools offer at least one type of sport each for boys and girls each season and often provide minor sports programs to broaden the opportunity for student participation. The most common athletic activities are boys' football and girls' volleyball during the fall, boys' and girls' basketball during the winter, and boys' and girls' track in the spring. The usual pattern, given sufficient enrollment, is to compete at both the varsity and junior varsity levels. Common, but not as universal as the sports listed above, are baseball (approximately 60% of schools surveyed), boys' and girls' cross-country (approximately 35% of schools surveyed), and wrestling (approximately 50% of schools surveyed). Less common activities (20% or less of schools surveyed) included boys' and girls' golf, boys' and girls' tennis, girls' gymnastics, and girls' softball.

Athletics perhaps is the most visible of all school programs, academic

or co-curricular, and a winning team well may be considered a factor of community pride and identification. It is not uncommon for the attendance at a major athletic event to nearly equal the total population of the community, and on occasion communities have nearly "shut-down" to accompany their athletes to a state tournament. This visibility and desire for success places considerable pressure on the school. Even a modest athletic program will require 14-16 coaches and considerable expense in salaries, transportation, facilities, and equipment. Given a faculty limited in size, restriction in teacher assignment, and general lack of mobility among educators, the task of matching coaching positions and teaching assignments constitutes a significant concern for many small school administrators.

The various pressures relating to athletic activities have not resulted in reduction of program. In fact, given the rapid expansion of girls' programs, the opposite has been true. The primary criteria determining size of program appear to be student interest and availability of qualified instruction or coaching and, in some cases, inadequate facilities. Economic considerations certainly have an influence on the design of programs, but they do not seem to be the most critical. If sufficient student interest exists in a given activity and coaching and facilities are available, most small schools will make a sincere effort to develop a program.

Intramurals have not been seen as a viable alternative to interscholastic competition. Few schools have even attempted intramural programs, and interest in such programs generally is low. Several factors no doubt contribute to this condition, but the primary limitations seem to be availability of after-school transportation and size of student population.

While athletics occupy an almost universal limelight, other types of co-curricular activities vary greatly in importance and emphasis among the schools surveyed. These activities might be classified as those related to athletics, vocational or career development, school government and service, and personal interest. Considering those related to athletics, all schools surveyed had a cheerleader organization, usually with separate squads for football and basketball and for varsity and junior varsity activities. About 25% of the schools surveyed also sponsored a drill or dance team and approximately 25% had an organized pep club or spirit group. A majority of schools sponsored a letterman's club and a number of schools, approximately 25% of those surveyed, listed a Girls' Athletic Association among their clubs and organizations. One school identified their organization as the Co-ed Athletic Association and one was identified simply as the Athletic Club. Three schools had some type of girls' organization supportive of the school's wrestling program.

A number of schools surveyed sponsor activities related to career interests of students. Most of these are related to some type of national organization and include Future Business Leaders of America, Future Farmers of America, Future Homemakers, Future Teachers of America, Vocational-Industrial Club of America, and one locally organized forestry club. Of the school surveyed, all career interest clubs were directly related to the vocational preparation component of the school curriculum.

Each school surveyed employed some form of representative student government. This was almost universally an elected student council composed of student body officers and representatives of class organizations.

The nature of the activities and responsibilities of the student government varied considerably, but in a number of cases students were provided a very real opportunity to influence decisions regarding the policies and procedures of their school.

Most schools identified the school newspaper and yearbook within the school activities program. These activities sometimes were combined and, in a majority of schools, conducted as a regular part of the school curriculum. In most cases school publications were for school distribution only but occasionally were made available to the entire community. In at least one school the school newspaper contained community news. In the latter case the school newspaper was seen as both a service to the community and a public relation and communication activity of the school.

Clubs and organizations related specifically to academic or personal interest outside of the vocational area are not common in small secondary schools in Oregon. The most popular are photography and drama clubs, but each exists as an extracurricular activity in only approximately 20% of the schools surveyed. Academic interest groups, such as science clubs and foreign language clubs, and personal interest groups, such as fishing and hunting or outdoor activity clubs, are found only in isolated instances. The one common organization that may fall within this category is the National Honor Society. A majority of small secondary schools participate in this program and in a number of cases, the organization is quite active. Service organizations, like interest clubs, are not common.

Some activities generally thought of as co-curricular or exploratory have been integrated into the regular curriculum of the small school.

Primary examples, mentioned previously, are the various school publications. Most schools offer elective credit for newspaper and yearbook production through regularly scheduled classes. In some cases the publication of the yearbook or newspaper is the sole objective of a course, but often the content of the class is expanded to include a more general discussion of topics related to journalism and print media. Also commonly appearing are regularly scheduled classes in photography and drama. Music, while not exactly an extracurricular activity, does provide expanded opportunities for student participation and is included in the curriculum of most small schools.

Social events, generally sponsored by various activity or class organizations, and usually in the form of dances appear to be a consistent, if not highly valued, component of activities programs. These are generally initiated and sponsored by student groups and governed by established guidelines and procedures published in the school's student handbook.

The acitivites program of the small school, as related to athletics and school government, is indeed a significant component of the small school curriculum. Other types of activities vary in importance and seldom involve large numbers of students. Constraints of time, distance, populations, and resources serve to limit opportunities for student participation. The result is that only those activities that are closely related to the curriculum or are an actual component, enjoy permanence and stability.

The Community Relationship

The small secondary school exists in close association with the community and this relationship is reflected in the manner in which some schools use the community to broaden and diversify their curriculum. This is most often evidenced in areas of the curriculum related to vocational and career education where the community is heavily involved in work experience and related career development programs.

Specific examples of innovative use of the commmunity by small schools include Cascade Locks High School where a close working relationship with the community has been developed. The relationship includes career and vocational experiences but extends to other areas of the curriculum. Students use the community as a site to gain a variety of experiences, often for purposes of career exploration, and also as a source of expertise for special learning experiences. Students may obtain credit for any community-related learning experience as long as it is consistent with general guidelines and policies established by the school. Community members serve as volunteer instructors and may conduct classes either in the community or at the school. Students participating in classes offered by volunteer instructors may receive credit toward graduation.

Perrydale High school uses community volunteers to lead enrichment activities on a regularly scheduled basis and Warrenton High School allows students to use community-based experience as an alternative to specific courses and as credit toward graduation.

A special community resource available to a number of small schools is the local community college. This resource is used in a variety of ways

depending upon the needs and interests of students and district policies and guidelines. These policies and guidelines generally relate to the following questions:

1. May students use community college credit to accelerate their high school program (i.e., early graduation), as alternative to specific courses (i.e., community college social science as an option to a similar course offered by the high school), as make-up for courses not satisfactorily completed; or to supplement the curriculum of the high school?

2. Should participation in community college courses be limited to career/vocational offerings, or should college transfer and enrichment courses also be allowed?

3. Should students be given release time to attend classes at the community colleges?

4. Will the school district reimburse for or pay tuition for community college classes?

5. May students use community college credit to meet only elective credit requirements for graduation?

6. Should participation in community college programs be limited to specific groups of students (i.e., seniors, talented, specific vocational interest) or generally be available to all students?

7. What is the maximum amount of community college credit to be allowed toward graduation? What is the maximum amount of credit for which the district will pay or reimburse tuition?

8. Should there be a minimum performance requirement (i.e., grade of C or better) before credit will be allowed and/or reimbursed?

9. Should students petition for application of community college credit to graduation requirements or should transfer be automatic? Should students petition for the privilege of enrolling in community college courses?

There is no agreement among small secondary schools regarding any of the above issues. If there is any commonality it is that very few schools have any type of formal working agreement with a community college even though a substantial number of their students may be participating in various aspects of the community college program. One notable exception, is the use by North

Douglas High School of community college instruction for advanced study in English. Another exception occurs at Gilchrist High School where students are transported to Central Oregon Community College one night a week for a ten-week period to explore career opportunities in business.

The availability of community college credit is not always beneficial to the small secondary school. The use of external credit to accelerate student programs and provide early graduation and community associated G.E.D. programs may combine to reduce enrollment sufficiently to work a negative influence on curriculum. This problem has been recognized in larger districts (approximately 1,500 students from the Eugene School District sought graduation through a community college completion program rather than attending high school during the 1978-79 school year) but may well be considerably more serious in small schools where the curriculum is influenced very directly by even small changes in enrollment.

In Summary

Diversity in the curriculum of the small secondary school is accomplished through manipulation of a variety of components of the school organization and curriculum. This paper has been devoted to identifying and providing examples of such manipulations.

Through the required and elective curricula, scheduling, use of independent and individualized learning and special programs for exceptional students, career and vocational programs, activities programs, and community resources, and through flexibility in meeting graduation requirements small schools attend to the diversity represented in their student populations. Underlying each of these is, of course, the skill and dedication of teachers and administrators, and it is through these characteristics that real diversity is attained. The primary efforts are, as they have always been, those of teachers seeking to meet the variety of needs, interests, and abilities evidenced by students in their own classrooms. It may be that the greatest strength of the small school is that, while faced with limitations in many areas, it does provide an environment that supports and enhances individual relationships between and among those who comprise it.

As I began my visits to schools, my purpose was a rather generalized intent -- simply to learn more about small secondary schools in Oregon. As the visits continued I became more and more impressed with both the problems and the methods associated with meeting diverse student needs in the setting of the small school. I was generally impressed with the apparent quality of education provided students and found that almost every school was engaged, to some degree, in innovative and exciting efforts to provide the best program possible for its students and community.

I have tried to summarize these efforts and perhaps to give some indication of the "state-of-the-art," but I am sure I have fallen quite short of this goal. Notes were taken in the process of conversation, often quite informal, and what I learned about a school and its program was often the product of whom I happened to talk with and what they happened to know or recall about the total school program during that conversation. Further, people in small schools seem to express an "all-in-a-day's work" attitude about their programs. In many cases truly innovative solutions to problems and needs are taken simply as response to something that needed to be done and with the assumption that others have arrived at similar, or perhaps even better, solutions. Obviously, this isn't the case, but the consequence is that I probably am not aware of all of the things worth sharing at most of the schools visited.

Also, I did not visit all of the small secondary schools in the state. My selection was based on geography and, while my goal would have been to visit every school, distance, time, other obligations, and an unfortunate gasoline situation, made this impractical. I did manage to visit approximately 40% of the small high schools in Oregon, but I am sure that by not visiting the others I missed opportunities to identify and report on programs that would have been of interest to readers of this paper.

I hesitate to identify specific programs as exemplary because I am positive any list prepared would be incomplete. However, as I look back over the total of my contacts with small schools during the past year there are some programs that I believe might be of special interest to other small schools and that they might like to investigate further. These appear on the following page.

Use of the community in augmenting the school's curriculum -- Cascade Locks High School.

Efforts at enhancing the general quality of school-community relations -- Yoncalla High School.

Vocational and enrichment programs -- Warrenton High School.

Industrial arts resource program -- Pacific High School.

Independent study -- Mapleton, Powers High Schools.

Library and student support programs -- Dufur High School.

Career and Vocational education -- North Douglas High School.

Interdisciplinary curriculum and student conduct policies -- Amity High School

Scheduling -- Cascade Locks High School, Sheridan High School, Monroe High School, Culver High School, Willamina High School, Chiloquin School.

Building construction programs -- Amity, Sheridan High Schools.

Competency completion / resource center -- Amity High School.

Vocational program aide -- Triangle Lake High School.

Language Arts Oral History Program, Self-sufficiency class, and Blue River Co-op -- McKenzie High School.

Resource and Special Services Program -- Gilchrist High School.

Solar construction program -- Creswell High School.

Some important factors relating to curriculum flexibility and pupil diversity have been omitted from this paper. These are absent not because they are less important, but because insufficient data was gathered or was not available. Included among these are staffing patterns, instructional support facilities and materials, pupil personnel programs, and relationships with regional, state, and federal education agencies. Each deserves additional attention and consideration. Also deserving greater attention

is the manner in which small schools have conformed to state minimum graduation requirements and the nature of curricula within specific subject areas.

It is obvious that this paper does not offer a complete discussion of its topic. It does represent a beginning -- a first look -- and one that it is hoped will stimulate in others an interest in a continuing examination of this most critical component of our educational system.

APPENDIX

Schools Incorporated in Survey

Amity High School
Amity, Oregon
George Lanning, Principal

Bonanza High School
P.O. Box 128
Bonanza, Oregon 97623
Melvin Brooks, Principal

Cascade Locks High School
P.O. Box 397
300 SE Wa-Na-Pa
Cascade Locks, Oregon 97014
Tom Nash, Principal (resigned 1979)

Chiloquin High School
P.O. Box 397
Chiloquin, Oregon 97624
Don Munc, Principal

Creswell High School
145 N 5th Street
Creswell, Oregon 97426
Stuart Young, Principal (current Supt.)

Crow High School
25863 Crow Road
Eugene, Oregon 97402
Warren Marshall, Principal (ret. 1979)

Culver High School
Culver, Oregon 97734
Nels Thompson, Vice-Principal

Dufur High School
Dufur, Oregon 97021
Earle Schafer, Principal/Supt.

Elkton High School
Elkton, Oregon 97436
Marvin Hash, Principal/Supt.

Gilchrist High School
P.O. Box 668
Gilchrist, Oregon 97737
Gary Simmonds, Principal

Harrisburg Union High School
P.O. Box 225
400 S. 9th Street
Harrisburg, Oregon 97446
Wayne Swango, Principal (acting 1978-79)

Jewell High School
Elsie Route, Box 1280
Seaside, Oregon 97138
Bernard Adamson, Principal/Supt.

Lost River High School
Star Route
Merrill, Oregon 97633
Don Dodds, Principal

Maple Junior-Senior High School
Box 127
East Mapleton Road
Mapleton, Oregon 97453
Howard Ottman, Vice-Prin. (resigned '79)

McKenzie High School
51187 Blue River Drive
Finn Rock, Oregon 97401
Kathleen Shelley, Principal

Mohawk High School
Marcola, Oregon 97454
Lucille Dickey, Principal/Supt.

Monroe Union High School
Monroe, Oregon 97456
James Kohl, Prin/Supt. (resigned '79)

Schools Incorporated in Survey
(continued)

Mount Vernon High School
P.O. Box 8
Mount Vernon, Oregon
Bob Periman, Principal/Supt.

Oakland High School
521 NE Spruce
Oakland, Oregon 97462
Norman Welch, Principal

North Douglas High School
P.O. Box 488
Main and Moreland
Drain, Oregon 97435
Joe Canon, Principal

Pacific High School
P.O. Box 276 - Highway 101 South
Langlois, Oregon 97450
John Wahl, Principal

Perrydale High School
7445 Perrydale Road
Amity, Oregon 97101
Gerald Heibel, Principal/Supt.

Powers High School
Powers, Oregon 97466
Tim Adsit, Principal/Supt. (resigned '79)

Riddle High School
P.O. Box 45
First and Main Streets
Riddle, Oregon 97469
John Meeks, Principal

Sheridan High School
433 S. Bridge Street
Sheridan, Oregon 97378
Nick Mausen, Principal (resigned '79)

Triangle Lake High School
20264 Blachly Grange Road
Blachly, Oregon 97412
Norman May, Principal/Supt.

Vernonia High School
299 Bridge Street
Vernonia, Oregon 97064
Arthur Parrow, Principal

Waldport High School
Waldport, Oregon 97394
Bill Williamson, Principal

Warrenton High School
Route 1, Box 2151
Warrenton, Oregon 97146
John Johnson, Principal

Wasco County Union High School
Maupin, Oregon 97037
Fred Carlson, Principal (resigned '78)

Willamina High School
P.O. Box 67
Willamina, Oregon 97396
John Neal, Principal

Yoncalla High School
Yoncalla, Oregon 97499
Randall Aultman, Principal

Schools visited 1977-78 for purposes other than survey but included in data base where appropriate:

Alsea High School
Alsea, Oregon 97324

Condon High School
Box 575
Condon, Oregon 97823

Lowell High School
Lowell, Oregon 97452

Administrators identified were the primary contacts at the schools visited. In several instances that person is no longer in the position indicated. Those who have left their school district in the past year are noted.